



**Implementing the Bridge from Training for a
Semiskilled Trade (WOTP) to Vocational Training:
MEES Criteria and Special Funding**

**June 12, 2019
Montreal**

Welcome!

With you today are:

Marsha Gouett and Sébastien Rodrigue-Privé

Education Specialists

Direction du soutien au réseau éducatif

Anglophone, MEES

Ingrid Hove

WOTP Project Development Officer


School Boards Participating Today

- ▶ Central Quebec SB
- ▶ Eastern Shores SB
- ▶ Eastern Townships SB
- ▶ English Montreal SB
- ▶ Lester B. Pearson SB
- ▶ New Frontiers School Board SB
- ▶ Riverside SB
- ▶ Sir Wilfrid Laurier SB
- ▶ Western Quebec SB



Goals for the Session

By the end of today, you will have a strong understanding of:

- ▶ **The Work-Oriented Training Path, in particular the Training for a Semiskilled Trade option within the WOTP.**
 - ▶ **The similarities and differences between a Semiskilled Trade (Youth Sector) and a Skilled Trade (Vocational Training).**
 - ▶ **The *passerelle* or bridge between the Training for a Semiskilled Trade (TST) program and certain Vocational Training (VT) programs, including eligibility criteria and special funding.**
- 

We would like today to be as interactive as possible!

- ▶ Discussion time has been built into the agenda. Take this opportunity to strengthen the lines of communication between the youth and vocational training sectors in support of smooth transitions for students within your school board.
- ▶ Feel free to ask questions and share your wisdom and experience. Your contributions are important!



Connect with your Colleagues

- ▶ **Briefly introduce yourself to your table-mates and share:**
 - **your very first job or worst job ever**
 - **your current job/job title.**





What is the WOTP?

The WOTP is a Secondary Cycle Two Pathway

“The purpose of secondary instructional services is to further the overall development of students, to foster their social integration and to help them determine personal and career goals. The services complement and reinforce the basic education received by students so that they may obtain a Secondary School Diploma or other occupational qualifications and, as the case may be, pursue postsecondary studies.”

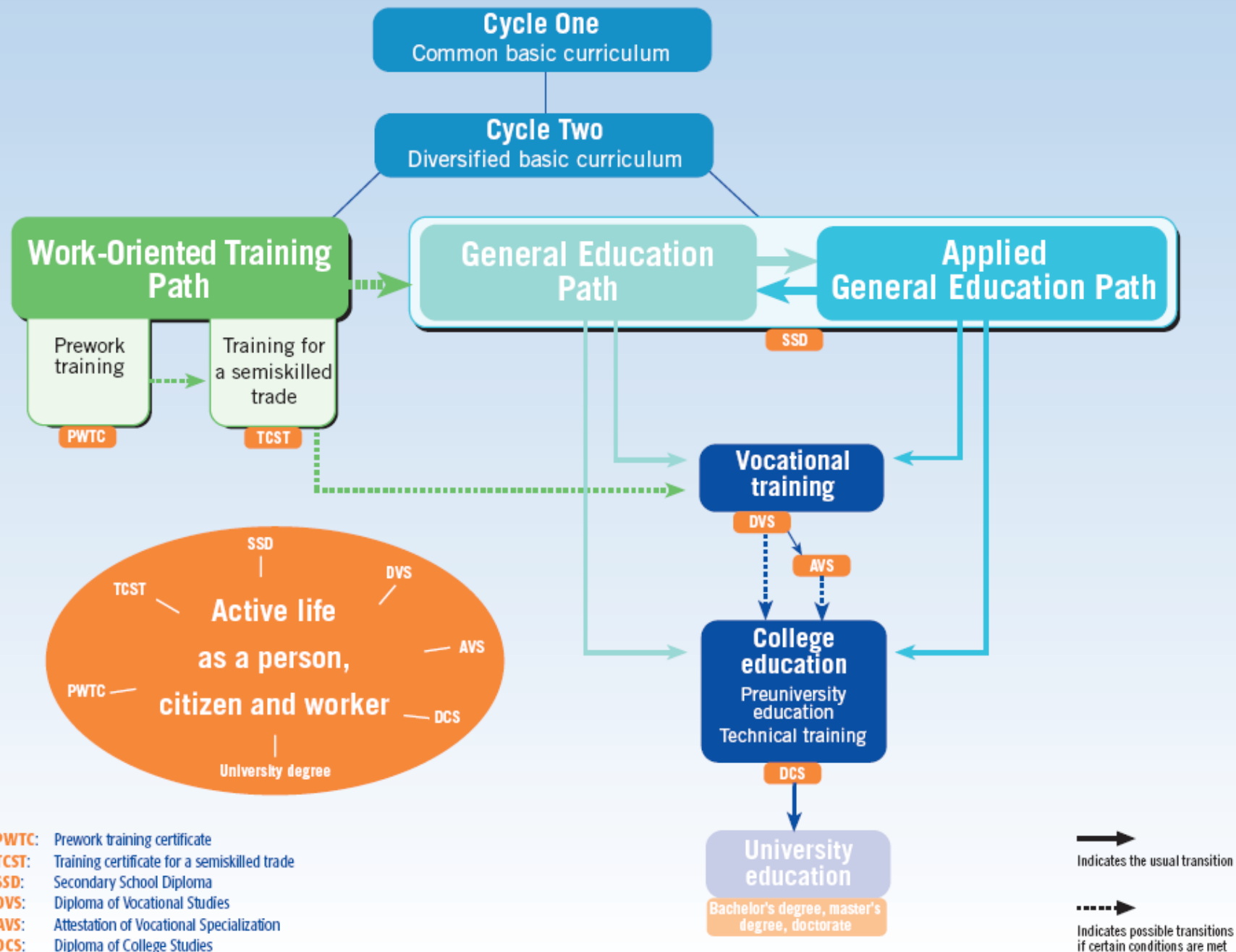
Reference: Basic School Regulation, Section 2

The WOTP builds on our students' strengths

“Since there are many facets of intelligence and many ways to achieve success, and since practical skills also have recognized value, the Work-Oriented Training Path consists of programs whose scope and objectives have been adjusted in accordance with the students' areas of interest and their relationship to learning. . . . The work-study approach brings the school environment closer to the realities of the world of work. . . . classroom learning prepares students for learning in the workplace. In turn, their experience in the workplace allows students in a practical context to master concepts that might otherwise have seemed too abstract, thus encouraging the transfer of learning.”

Reference: WOTP, QEP, Chapter 5, page 3

LEARNING PATHS IN THE YOUTH SECTOR



PWT



TST

Three (3)-year program

One (1)-year program

Goal:

Goal:

Gradual, supportive integration into the workforce; continue to support academic progress at the elementary level based upon IEP; develop life skills.

Certify student in one specific semiskilled trade; strengthen core academics at the Secondary Cycle I level; help students consider all options after completing program.

**Reporting in Letter Grades:
A,B,C or D**

Reporting in Percentage Grades

Certification dependent upon success in practical training:

Certification dependent upon success in practical training:

Year I: Introduction to the World of Work
(150 hours: all in school)

Preparation for a Semiskilled Trade course:
375 hours of work placements

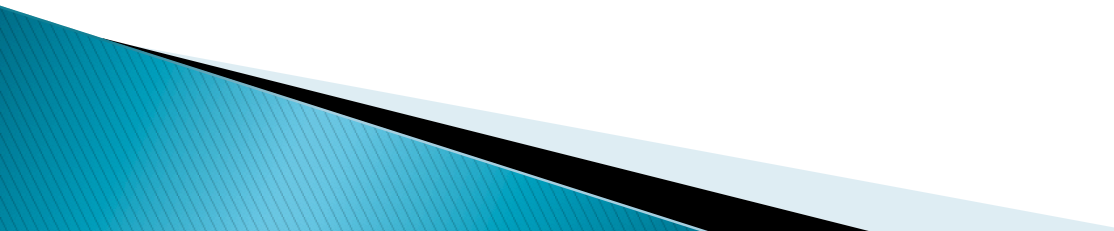
Year II: 300-hour Work Skills course
(work placements)

Preparation for the Job Market:
75 hours - for the most part in school

Year III: 600-hour Work Skills course
(work placements)

Academic Courses in TST

Academic Courses at Secondary Cycle I, following the **same curriculum** as the general education path:

- ▶ English Language Arts: 200 hours
 - ▶ Mathematics: 150 hours
 - ▶ French, second language: 100 hours
- 

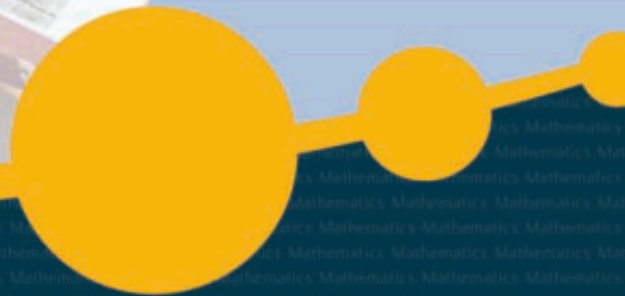


Mathematics*

*This program is identical to the Secondary Cycle One program; therefore, the pagination and chapter have not been modified.

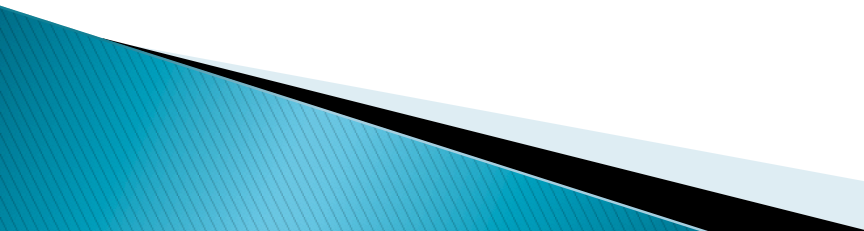


Training for a Semiskilled Trade



Practical/Workplace Training in TST

- ▶ Preparation for a Semiskilled Trade: 375 hours
 - Adopts attitudes and behaviours required in the workplace
 - Develops the **specific competencies associated with a semiskilled trade**

 - ▶ Preparation for the Job Market: 75 hours
 - Establishes his/her personal and occupational profile
 - Gains an understanding of the job market
 - Carries out a sociovocational integration plan
- 

Directory of Semiskilled Trades:

<http://www.education.gouv.qc.ca/en/contenus-communs/non-teaching-professionals/semiskilled-trades/>

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Semiskilled Trades

Training Options

Training Certificates

List of Semiskilled Trades

Subject-Specific Competencies
in the Semiskilled Trades

**Directory of Semiskilled
Trades**

Find a training program

Updates

Bridges Between Training
Programs

Directory of Semiskilled Trades

The Directory of Semiskilled Trades is a **trade inventory** organized by occupational sector. It gives:

- a brief description of each trade
- its field of application
- the various job titles associated with the trade
- the conditions required to practise the trade (age, driver's licence, etc.). These correspond to the special requirements for admission to the program leading to the semiskilled trade, which are set out in the Basic school regulation for preschool, elementary and secondary education and in the 2015-2016 Directives

How would you rate this content?



Ministère de l'Éducation, du Loisir et du Sport

Certificat

Nous soussignés attestons que

SPÉCIMEN

a satisfait en 2008 aux conditions prescrites par la loi et les règlements.
En foi de quoi, nous lui délivrons le présent

CERTIFICAT DE FORMATION À UN MÉTIER SEMI-SPÉCIALISÉ

Commis de vente

Fait à Québec, le 12 août 2008

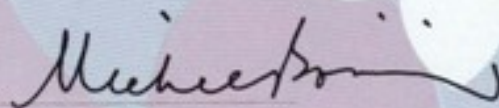
Diplôme : 999999999


Code permanent : AAAA99999999

Code de l'organisme : 999999

Le sous-ministre,

La ministre,

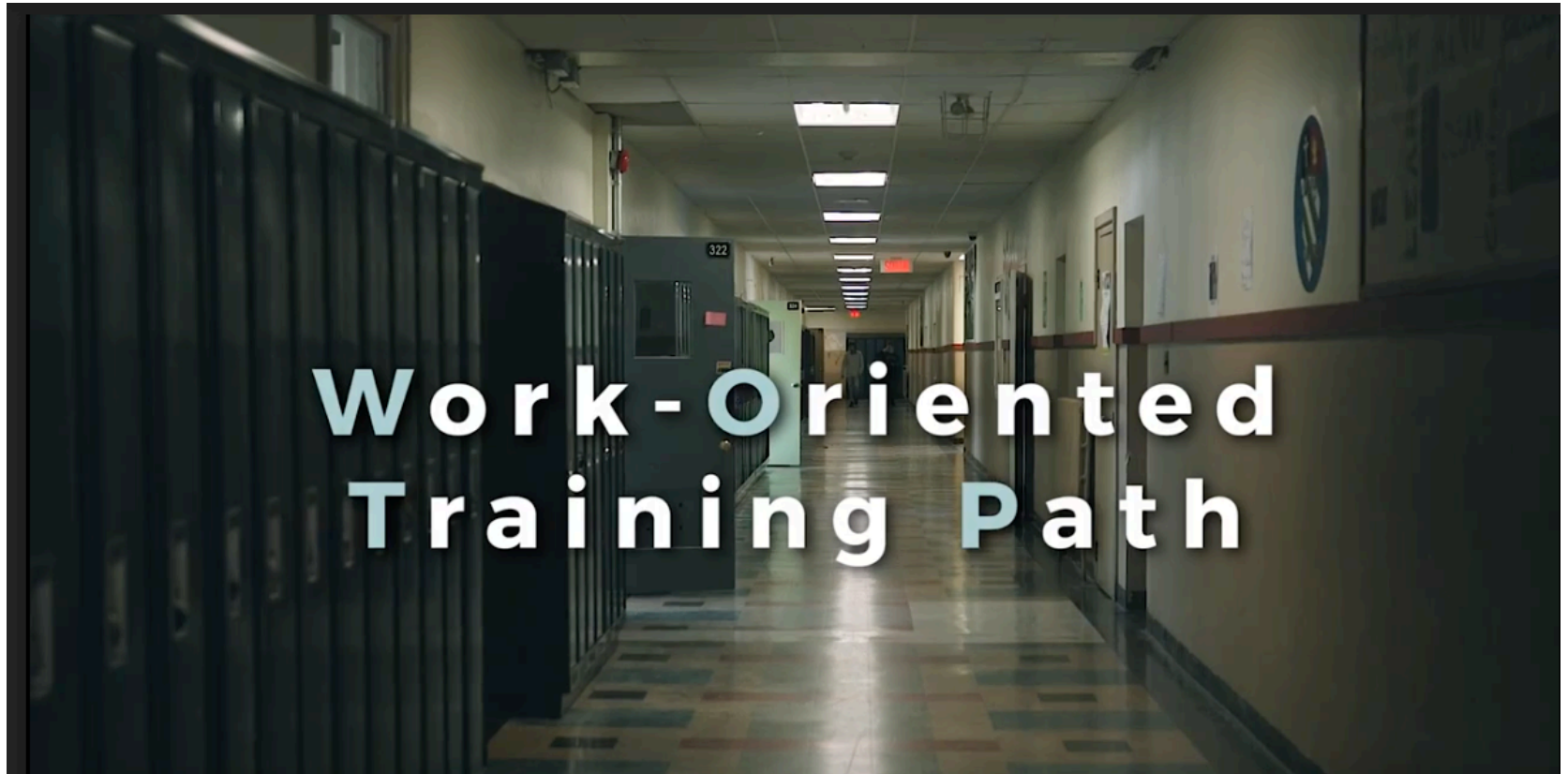


Québec 

TST teachers work hard to ensure that students have the academic background and practical skills required to perform in the workplace:



A firsthand look inside the WOTP



**Work-Oriented
Training Path**

Details of the Bridge from TST to VT



The “bridge” is one element of the MEES Policy on Educational Success

Broad Area of Intervention 1: Everyone Achieving Their Full Potential

- ▶ Orientation 2.3: Develop diversified paths for vocational training based on Quebec’s development priorities and students’ interests.
- ▶ Orientation 3.2: Provide accessible, quality educational services adapted to diverse needs.



Who qualifies for the bridge?

Students who:

- ▶ Are 16 years of age before September 30th of the school year in which they begin a VT program

AND

- ▶ Hold a Training Certificate for a Semiskilled Trade

AND

- ▶ Have passed Secondary Cycle I (meaning Sec. II/Grade 8) level English Language Arts, Mathematics and French, Second Language.

Reference: *Portrait d'ensemble 2018-2019*
Formation professionnelle: Services et programmes d'études, p. 10 - 11



SHARE

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Institutional and Home Care Assistance (New Version)

Code	5858
Diploma	DVS
Sector	Health Services (19)
Number of credits	58
Length of training	870 hours
Status	Program approved in 2017. Optional implementation in 2017-2018 and 2018-2019. Mandatory in 2019-2020.

Educational organizations offering the program

Note(s)

Old version(s) of this program:

[5816 - Assistance in Health Care Facilities](#)

[5817 - Home Care Assistance](#)

This program is offered in French:

[5358 - Assistance à la personne en établissement et à domicile](#)

Program objectives

The Institutional and Home Care Assistance program prepares students for the trade or occupation of patient service associate and home support worker in the health and social services sector.

This profession aims to provide care and assistance in public, private and community health care networks to persons of all ages who are sick or who have physical, psychological, or psychosocial disabilities. The rationale of this occupation is to provide aid to patients so that they may recover or maintain their autonomy and overall health condition.

Admission conditions

To be eligible for admission to this program, candidates must meet one of the following requirements:

Persons holding a Secondary School Diploma or its recognized equivalent, for example, an Attestation of Equivalence of Secondary V studies, or a postsecondary diploma such as the Diploma of College Studies or a Bachelor's degree

OR

Persons who are at least 16 years of age on September 30 of the school year in which their training is to begin and have earned the Secondary III credits in language of instruction, second language and mathematics in the programs of study established by the Minister, or have been granted recognition of equivalent learning

OR

Persons who are at least 18 years of age upon entry into the program and have the following functional prerequisites: the successful completion of the General Development Test (see the following table), or recognition of equivalent learning

OR

Persons who are at least 16 years of age on September 30 of the school year in which their vocational training is to begin in a specific program of study, who hold a Training Certificate in a Semiskilled Trade, and who earned the required credits in language of instruction, second language and mathematics in Secondary Cycle One in general education in the youth sector or in Secondary II in general education in the adult sector

OR

Persons who are 15 years of age or older on June 30 of the school year preceding their admission to a pilot project involving concurrent general education and practical training, who have attained vocational maturity and who have earned their Secondary II credits in language of instruction, second language and mathematics. By means of concurrent admission with an integrated schedule, they will continue their vocational training and their general education in the youth sector to complete the Secondary III prerequisites they need to obtain their vocational training diploma. Authorization by the Ministère is required for the concurrent admission of a student in Secondary III to the programs of study.



The bridge or *passerelle*



- ▶ Always part of the vision for TST
- ▶ At first, provisional
- ▶ Now permanent

The bridge, or *passerelle*, is now permanent:

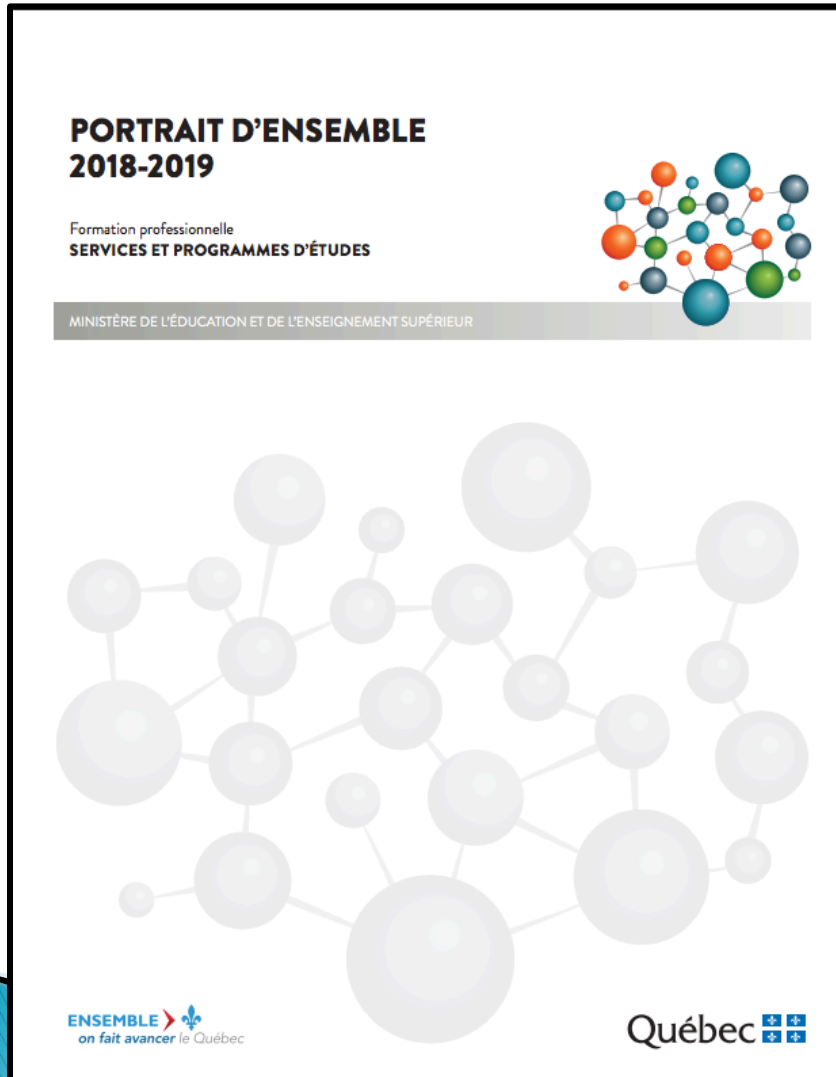
« En vertu des pouvoirs prévus à l'article 465 de la LIP, le ministre autorise, depuis 2017-2018, de façon permanente, l'établissement d'une passerelle pour l'admission de titulaires du CFMS pour tous les DEP de catégorie 2. »

Reference: *Portrait d'ensemble 2018-2019*
Formation professionnelle: Services et programmes d'études, p. 10

So, the “bridge” isn’t a training program or a preparatory course – rather it allows expedited access to DEP programs that would ordinarily require Secondary III level ELA, FSL and Math.



DEP Programs Accessible Via the Bridge



The complete list of programs offered in both French and English is found in *Annexe VII* of the most recent VT Services and Programs document. You have a copy of *Annexe VII* in your folders for your reference.

Throughout the day, we'll learn more about some of these VT programs offered in our school boards across Quebec.

For example, the Landscaping program offered by New Frontiers School Board:

<https://www.youtube.com/watch?v=OGVRt0srEGs>



Is the bridge being used?



Similarities and Differences Between a Semiskilled Trade and a Skilled Trade

Directory of Semiskilled Trades:

<http://www.education.gouv.qc.ca/en/contenus-communs/non-teaching-professionals/semiskilled-trades/>

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Directory of Semiskilled Trades

The Directory of Semiskilled Trades is a **trade inventory** organized by occupational sector. It gives:

- a brief description of each trade
- its field of application
- the various job titles associated with the trade
- the conditions required to practise the trade (age, driver's licence, etc.). These correspond to the special requirements for admission to the program leading to the semiskilled trade, which are set out in the Basic school regulation for preschool, elementary and secondary education and in the 2015-2016 Directives

How would you rate this content?



Navigate



Home

Directory of Semiskilled Trades

Find a training program

Find a training program

Vocational Training Sector

- 01 - Administration, Commerce and Computer Technology
- 02 - Agriculture and Fisheries
- 03 - Food Services and Tourism
- 04 - Arts
- 05 - Woodworking and Furniture Making
- 06 - Chemistry and Biology
- 07 - Buildings and Public Works
- 08 - Land Use Planning and the Environment
- 09 - Electrotechnology
- 10 - Motorized Equipment Maintenance
- 11 - Mechanical Manufacturing
- 12 - Forestry and Pulp and Paper
- 13 - Communications and Documentation
- 14 - Maintenance Mechanics
- 15 - Mining and Site Operations
- 16 - Metallurgical Technology
- 17 - Transportation
- 18 - Fashion, Leather and Textiles
- 19 - Health Services
- 20 - Social, Educational and Legal Services
- 21 - Beauty Care

Sector 10: Motorized Equipment Maintenance

[+ Home](#)

Directory of Semiskilled Trades

Find a training program

Search results

6 training programs found

10 - Motorized Equipment Maintenance

Vehicle Cleaner

Service Station Attendant

Tire Installer 

Rustproof Coater

Helper - Automotive Glass Repair and Installation

Auto Recycling Facility Worker

[New Search](#)

[Print](#)

Directory of Semiskilled Trades

Find a training program

Sector : 10 - Motorized Equipment Maintenance ⁱ

8788 ⁱ Rustproof Coater

M288 ⁱ

Field of application ⁱ	Rustproof coaters work in garages specializing in rustproofing. Rustproofing products can be oil-or grease-based.
Other job titles	Rustproof sprayer
Information specific to the trade	A Valid class 5 driver's license is usually required.

828801 - Prepare the vehicle ⁱ

Add to my plan



2 ⁱ

Performance criteria ⁱ

- Observance of occupational health and safety rules
- Compliance with work instructions
- Observance of the company's quality standards
- Proper application of work techniques
- Proper use of equipment
- Safe driving of vehicle

Tasks ⁱ

- Drive the vehicle into the garage.
- Protect the interior of the vehicle with paper or protective fabric.
- Affix an ID sticker to the vehicle.
- Consult the manual to determine which parts of the vehicle to drill holes into, if applicable. ⚙
- Make sure the drill is in good working order. ⚙
- Insert a drill bit. ⚙
- Drill holes in the bottom of the body shell and doors, taking the make, model and year of the vehicle into account, or remove the plugs from previously drilled holes. ⚙
- Briefly inspect the condition of the vehicle in order to identify problems and notify the person in charge.

828802 - De-ice or dry the vehicle  

Add to my plan


1 **Performance criteria** 

- Observance of occupational health and safety rules
- Compliance with work instructions
- Proper use of equipment
- Safe driving of vehicle


Tasks 

- Drive the vehicle to the industrial dryer.
- Start the dryer.
- Monitor the de-icing or drying.

Level 1 =
lower level
of difficulty

828803 - Treat the undercarriage of the vehicle 

Add to my plan

2 **Performance criteria** 

- Observance of occupational health and safety rules
- Compliance with work instructions
- Proper application of work techniques
- Proper use of equipment
- Meticulous work
- Concern for customer satisfaction
- Safe driving of vehicle

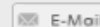
Tasks 

- Drive the vehicle to the first rustproofing application station.
- Protect the rubber and plastic trim.
- Activate the car lift.
- Start the high-pressure spraying equipment or the equipment used to apply the rustproofing.
- Spray or apply the rustproofing on the undercarriage, fender panels and bumpers, making sure to saturate all surfaces.
- Identify problems and notify the person in charge.

Level 2 =
more
complex
task



SHARE



Automobile Mechanics

Code	5798
Diploma	DVS
Sector	Motorized Equipment Maintenance (10)
Number of credits	120
Length of training	1800 hours
Status	Program approved in 2005.

Educational organizations offering the program

Note(s)

This program is offered in French:
[5298 - Mécanique automobile](#)

Program objectives

Perform preventive and corrective mechanic work, inspect vehicles with the goal of identifying, finding the cause and the source of operating problems; performing repairs, replacing parts and making adjustments on different vehicle systems, operating tests, procedure for installing accessories and optional equipment and adhering to health, safety and environmental laws and regulations.

Admission conditions

To be eligible for admission to this program, candidates must meet one of the following requirements:

Persons holding a Secondary School Diploma or its recognized equivalent, for example, an Attestation of Equivalence of Secondary V studies, or a postsecondary diploma such as the Diploma of College Studies or a Bachelor's degree

OR

Persons who are at least 16 years of age on September 30 of the school year in which their training is to begin and have earned the Secondary IV credits in language of instruction, second language and mathematics in the programs of study established by the Minister, or have been granted recognition for equivalent learning

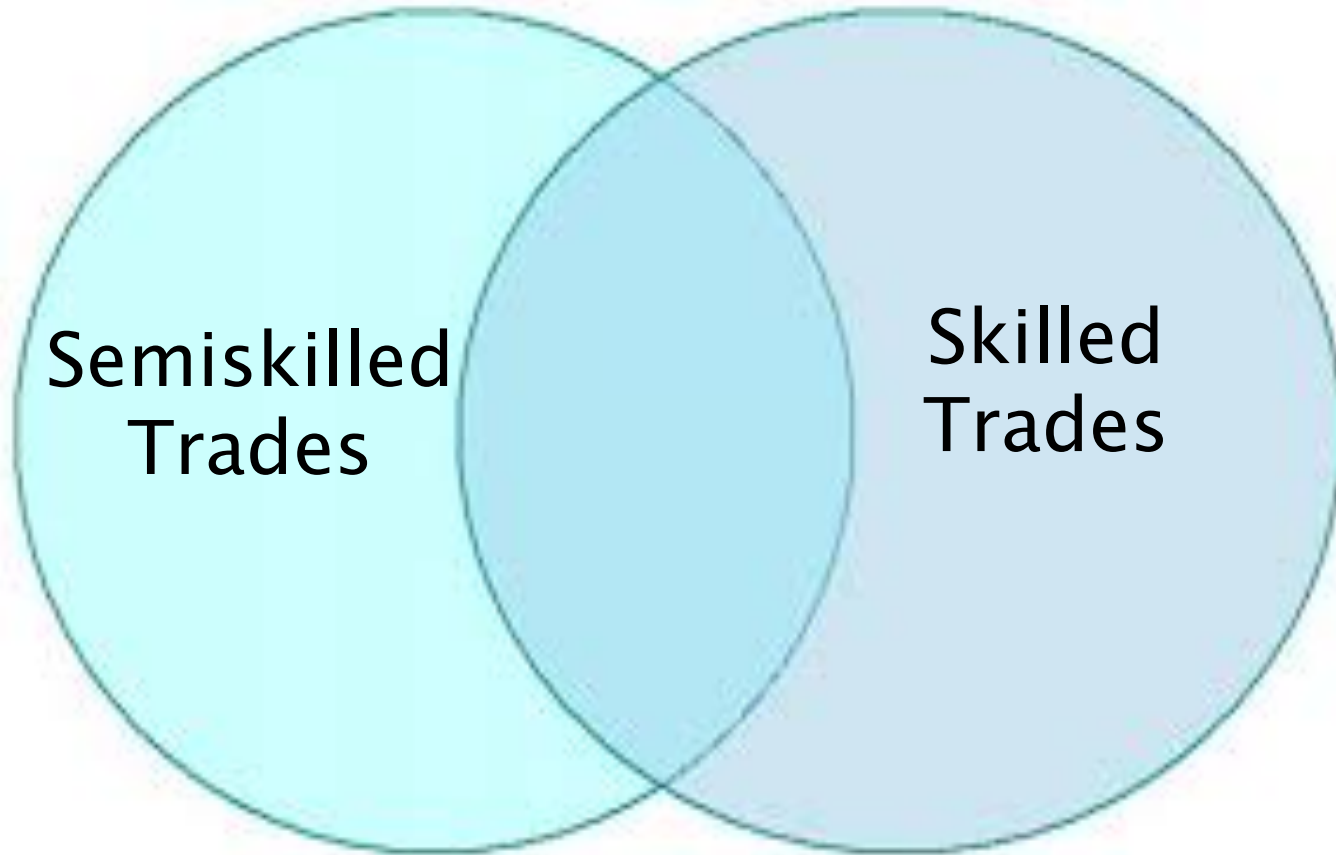
OR

Persons who are at least 18 years of age upon entry into the program and have the following functional prerequisites: the successful completion of the General Development Test (see the following table), or recognition of equivalent learning

OR

Persons who have obtained Secondary III credits in language of instruction, second language and mathematics in programs established by the Minister are required to pursue general education courses, concurrently with their vocational training, in order to obtain the Secondary IV credits they lack in language of instruction, second language and mathematics in programs established by the Minister.

For the next 20 minutes:



- ▶ **Move to the table labelled with the Sector that you think your semiskilled trade/skilled trade falls under.**
- ▶ **Find the person at that table with a semiskilled title or trade title which seems to mirror yours (if s/he isn't at the table yet – go find them!)**
- ▶ **Compare and discuss the lists of competencies on each of your sheets. Decide which of the two is the semiskilled trade and which is the skilled trade.**
- ▶ **Verify if the skilled trade is open to successful TST students via the bridge.**

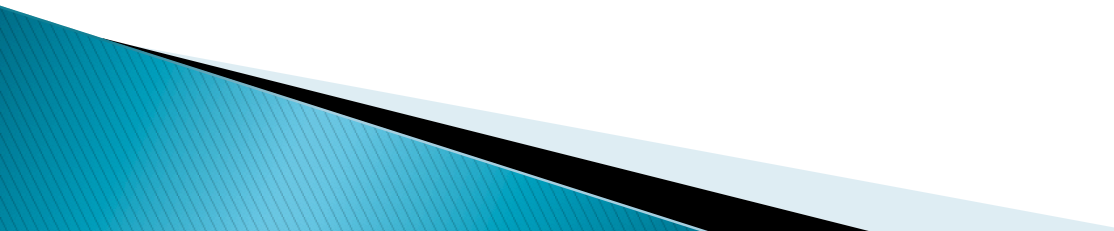
You may use any and all resources at your disposal – Annexe VII, Summary of Semiskilled Trades document, the Internet (Directory of Semiskilled Trades or Inforoutefpt.org), or you can ask a colleague for help.



Points

- ▶ The bridge is not open to graduates of the Prewrite Training program – it is only an option for graduates of the Training for a Semiskilled Trade program.
- ▶ In order to take advantage of the bridge, TST students must have passed Sec. II level ELA, FSL and Math AND hold a TST Certificate, which indicates success in work placements.
- ▶ The “bridge” offers expedited entry into Category 2 vocational training programs – programs that typically require Secondary III level ELA, FSL and Math.

Finally –

- ▶ TST students do NOT have to choose a VT program that relates to the Semiskilled Trade they studied.
 - ▶ TST students are free to pursue ANY of the Category 2 vocational training programs open through the bridge.
- 

**Information Session: Implementing the Bridge from Training
for a Semiskilled Trade (WOTP) to Vocational Training**

Information on Expenses

If you have incurred any of the following expenses to attend today's session, you may claim for a reimbursement:

- Mileage (if the trip from your place of work to the Holiday Inn, Pte-Claire, is more than 25 km return)
- Accommodations, if applicable
- Additional meals, if applicable

The school boards will also be reimbursed for substitution for the teachers in attendance.

We ask that you submit your claim to your school board as you would any other claim for expenses incurred in the course of your work duties. You will be reimbursed by the school board, which in turn, will invoice the project.

Please submit your claim to your school board as soon as possible.

School boards are kindly asked to invoice the project no later than June 30, 2019.

For further information or if you have any questions regarding the above, please contact Marsha Gouett at 514-873-3339 (ext. 5270) or marsha.gouett@education.gouv.qc.ca.

The WOTP-VT Bridge Information Session is funded by the MEES, through contributions from the Canada-Québec Agreement on Minority-Language Education and Second-Language Instruction, in the context of the project to support the WOTP, GOAL, and Career Development in the English sector.



Recovering expenses incurred for this session



**Éducation
et Enseignement
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Québec 

A successful TST to VT transition can be a reality



Mr. Patrick Cousins
TST Teacher
Howard S. Billings
High School
New Frontiers
School Board



Let's take a closer look at:

**Retail Butchery offered at
Lester B. Pearson School Board:**

https://www.youtube.com/watch?v=BZgEHfd5ViM&list=PLIZCwmPATtRcnFhV3rjMoWCFo9_1dcaya&index=9

**Bricklaying/Masonry
offered at Riverside School Board:**

<https://www.youtube.com/watch?v=Q--TP3DeZj4>

**Institutional and Home Care Assistance
(New Version)**

offered by many School Boards across the province:

<https://nfsb.me/vocational-training/learn-a-trade/institutional-and-home-care-assistance/>

Expanding Options to Students in the Anglophone Sector

Centre de formation Construc-Plus

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DVS PREPARING AND FINISHING CONCRETE

DVS PLUMBING AND HEATING

DVS WELDING AND FITTING

DVS COMMERCIAL AND RESIDENTIAL PAINTING

HEALTH AND SAFETY ON CONSTRUCTION SITES COURSE

MONITORING AND EVALUATION OF LEARNING

The Centre de formation Construc-Plus Vocational Centre offers, in a bilingual environment, the DVS Carpentry, Preparing and Finishing Concrete, Plumbing and Heating, Welding and Fitting as well as Commercial and Residential Painting.

Please take the time to consult the start dates for all our training programs. Be sure to check if there are still available places, if there is a waiting list or if the course is full.



JUNE 2019



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D L M M J V S

Financing to Support Students Entering VT via the Bridge:

Extra funding per student is provided if the student:

- ▶ Meets the conditions to register in VT via the bridge, AND
- ▶ is also under 20 years of age.

See Mesure 13040

COMMISSIONS SCOLAIRES

RÈGLES BUDGÉTAIRES
DE FONCTIONNEMENT POUR
LES ANNÉES SCOLAIRES
2018-2019 À 2020-2021

ÉDUCATION PRÉSCOLAIRE ET
ENSEIGNEMENT PRIMAIRE ET SECONDAIRE

Amendées – mai 2019

Mesure 13040 — Financement additionnel de la passerelle certificat de formation à un métier semi-spécialisé – diplôme d'études professionnelles (CFMS-DEP)

ÉLÉMENTS VISÉS

L'allocation permet la mise en place de mesures d'accompagnement et de soutien favorisant la réussite au DEP dans le cadre de la passerelle CFMS-DEP¹.

FORMULE D'ALLOCATION

	Montant (en \$)		Effectif scolaire (ETP sanctionné)		Allocation (en \$)
Passerelle CFMS-DEP	1 500	x		=	

NORMES D'ALLOCATION

1. Le Ministère et la commission scolaire se partagent l'octroi des ressources financières nécessaires pour financer la formation d'appoint ou l'accompagnement destiné à l'élève visé ou encore le soutien que nécessite le personnel enseignant de la formation professionnelle. Le montant est évalué à 3 000 \$ par ETP sanctionné (pour la durée prévue du programme d'études), à raison de 1 500 \$ alloués par le Ministère et l'équivalent par la commission scolaire, et ce, à même les ressources déjà accordées.
2. Pour être admis en formation professionnelle par la passerelle CFMS-DEP, une personne doit satisfaire à chacune des conditions suivantes :
 - a) Être âgée d'au moins 16 ans au 30 septembre de l'année scolaire où elle commence sa formation professionnelle;
 - b) Être titulaire du CFMS; et
 - c) Avoir obtenu les unités requises en langue d'enseignement, en langue seconde et en mathématique du 1^{er} cycle du secondaire de la formation générale des jeunes ou de la 2^e secondaire de la formation générale des adultes.
3. La personne admissible à ce financement est l'élève de moins de 20 ans légalement inscrit dans un programme d'études menant à l'obtention d'un DEP de catégorie 2¹ selon la condition d'admission déclarée 04 (Mention CFMS et unités requises) du système de déclaration Charlemagne.

POLICY ON EDUCATIONAL SUCCESS

A LOVE OF LEARNING, A CHANCE TO SUCCEED

“Many of the challenges and orientations in this policy apply to vocational training. Accordingly, we must find a way of ensuring that more people have access to vocational training that corresponds to their interests and circumstances, intervening early on behalf of vocational training students, accompanying them on their educational paths, adapting services to their needs, fostering the mobilization of all practitioners, and strengthening ties between vocational training centres and businesses.”

Reference: MEES Policy on Educational Success, page 45

A teacher-friendly guide to supporting adolescent and adult students with learning challenges.

Serving all Student **NEEDS**



- ▶ Written by Nathalie Landry and Michelle Émond (*Commission scolaire de Laval*) under the title *Vers des pratiques pédagogiques adaptées*.
- ▶ Translated and adapted for use in the anglophone sector by the Eastern Townships School Board and the PROCEDE table.

LISTE DES MESURES D'ADAPTATION


POUVANT ÊTRE MISES EN PLACE POUR L'ÉVALUATION DES APPRENTISSAGES EN FP
SANS DEVOIR OBTENIR L'AUTORISATION DE LA DSE

- Prolongation de la durée prévue de l'épreuve jusqu'à un maximum équivalant au tiers du temps normalement alloué.
- Passation de l'épreuve dans un endroit adapté à la problématique de l'élève, tout en s'assurant que l'épreuve se déroule sous surveillance.
- Utilisation de coquilles ou de bouchons pour couvrir les bruits ambiants et favoriser la concentration de l'élève.
- Utilisation d'un appareil permettant uniquement l'écoute de la musique. Celui-ci ne doit pas donner accès à Internet, ni à aucune autre source d'information ou de communication avec autrui.
- Utilisation d'un ordinateur en respectant les trois conditions suivantes : accès à Internet uniquement lors des épreuves pour lesquelles cet usage est prévu, possibilité d'utiliser un logiciel de correction seulement pour les épreuves qui le prévoient et absence de communication entre les postes d'un réseau.
- Utilisation d'un outil d'aide à la lecture et à l'écriture. Toute fonction de reconnaissance vocale doit être désactivée pendant la durée totale de l'épreuve lorsque la compétence à écrire est évaluée. Les logiciels de traduction ne peuvent être utilisés, à moins que les règles de l'épreuve les permettent.
- Utilisation de divers appareils permettant d'écrire afin de pallier un handicap.
- Utilisation d'un magnétophone permettant à l'élève de donner ses réponses lorsque la compétence à lire ou à écrire n'est pas requise pour accomplir la tâche.
- Utilisation d'une calculatrice simple et non scientifique.

Info-Sanction
18-19-44 clearly
outlines
adaptations which
may now be used
freely within the
vocational training
sector, without
seeking prior
permission from
Sanctions des
Études.



... as a school board team.

- ▶ **Within your school board's territory, which VT programs are available to your TST students in English? In French?**
 - ▶ **How could the youth sector and vocational training sectors work together to ensure that eligible TST students are aware of their VT options?**
 - ▶ **If those options are few (perhaps due to geography or funding), are there creative ways to expand access?**
 - ▶ **How could you work together to smooth the transition for TST students to VT?**
 - ▶ **What support measures might be required to promote student success within VT?**
- 

As conversations at your table are wrapping up, please designate a member of your team to write one or two key points or actions which you have discussed on the chart paper.



***Thank-you for being here today!
Please complete an Exit Card; your feedback is
important to us!***

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Ingrid Hove

